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ABSTRACT

A study evaluated the effectiveness of the Success in Beginning Reading and Writing (SBRW) program which is based on the philosophy that children should be taught to read and write using materials they will rely on later in life. Subjects, four teachers and 48 students in the SBRW program and five teachers and 50 students in a Holt Basic Reading (HBR) program, reported on the processes and outcomes of the programs. Results indicated that the SBRW program generated enthusiasm amongst students, teachers and principals. Students in the program watch less television, read more, write more, and talk to their classmates more about what they have read compared to students in the Holt program. (One table of data is included, and the survey instrument and two appendixes of data are attached.) (RS)

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EVALUATION REPORT

ED298457

EVALUATION OF THE FIRST GRADE PILOT
OF SUCCESS IN BEGINNING
READING AND WRITING
PART I—1987-1988

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DEPARTMENT OF EVALUATION SERVICES

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Saginaw Public Schools

Saginaw, Michigan

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EVALUATION OF THE FIRST GRADE PILOT OF SUCCESS IN BEGINNING READING AND WRITING PART I—1987-1988

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

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May, 1988

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INTRODUCTION

The School District of the City of Saginaw first used the "Success in Beginning Reading and Writing" (SBRW) materials during the 1986-87 school year in fifteen Junior First classrooms. Based on that experience, these materials and their associated techniques were piloted in four first grade classrooms at three different buildings. This report is based upon the first grade pilot and comparison classrooms at the same three buildings that used basal readers and workbooks. Up to this point, the basal reader and its workbook were the district-wide adopted approach for the instruction of reading and writing. This pilot, if successful, would represent a major change in the district's reading and writing curriculum.

Because many of the activities found in workbooks may be of dubious value in teaching reading, the SBRW program allocates 90 percent of the child's reading time to actually reading and writing. The SBRW program is one of the few eclectic approaches to teaching reading. The program itself stems from the belief of Duke University researchers that children should be taught to read and write using materials they will rely on later in life. Reading and writing complement each other in the program and children have the chance to do both during a daily two hour period. The SBRW program depends heavily on the children's use of language and the building of a good experiential background before any reading or writing instruction ever begins.

The SBRW program developers claim their program is rewarding for students, teachers, and administrators. By the end of the program, pupils have been exposed to a wide variety of printed material and have composed many types of written communication. Most important, these young learners have

been given the opportunity to feel good about themselves because they have been successful.

Teachers as well find the SBRW a strong program according to the program proponents. It takes advantage of their expertise and ingenuity by asking them to develop a brief outline into a challenging and rewarding experience for the pupils.

Again according to program developers, administrators can see the SBRW as cost effective. No ditto masters, workbooks, basal readers, or vocabulary charts are required since materials used in the program are readily available. Subscriptions to several magazines and the daily newspaper and a well-stocked library constitute the supplies needed. Thus monies once spent on kits and materials can be used more effectively in other areas.

Overall, the SBRW program according to program literature has eight distinctive characteristics. They include the following:

1. There is no predetermined sequence of skills, although skills are emphasized in all modules. The timing for teaching certain skills is often generated within the moment--to extend pupils' social, psychological, and mental perspective at the optimal point in the learning process.

2. Sight words are not taught from isolated lists, but as they appear in a sentence or paragraph and in a meaningful context.

3. Verbal communication plays an important role in children's understanding. Word meanings are taught as they are volunteered by students in their own phrases or sentences.

4. Students' vocabulary is displayed on a chart, a key element of the SBRW program and an identifiable feature of these classrooms.

5. Students begin with words they already know and proceed to learn words volunteered by others in the classroom or found somewhere in print. This freedom to learn to read and write an unlimited and uncontrolled vocabulary is another feature of the program.

6. Students get off to a successful start because they are not afraid of failure.

7. Small groups are formed from time to time, but never on the basis of ability levels, and are maintained only until predetermined objectives are realized.

8. Students' positive self-concepts develop from successful endeavors in reading and writing.

The evaluation of SBRW pilot at the first grade level will involve two parts. Part 1, the subject of this report, will deal with self report data from pupils, teachers, and principals concerning the SBRW pilot contrasted with the workbook approach. Part 2, the subject of a companion report, to be completed midsummer 1988 will deal with a pre- to post-test [California Achievement Tests (CAT)] comparison of the SBRW program to the Holt Basic Reading (HBR) program.

What follows are the specifics of the Part 1 evaluation into the use and effectiveness of the SBRW pilot.

EVALUATION PROCEDURES

In conducting an evaluation of an educational program, information is sought concerning the process and the quality of outcomes of that educational program. The processes and outcomes can be compared either to predetermined standards or competing educational programs.

This evaluation of SBRW uses the Holt Basic Reading Program (HBR) with its workbook as the competing educational program. Both programs deal with increasing skills and abilities in the language arts curriculum area. Specifically, both programs deal with increasing the skills and abilities of first graders in the areas of beginning reading and writing. An analysis of kindergarten test scores in vocabulary, reading comprehension, reading total, and language expression on the California Achievement Tests (CAT) revealed no statistically significant differences (alpha = .05) in the test scores existed between SBRW (pilot) and HBR (control) pupils at the onset (see Appendix A for further details of the analysis). Thus the pilot and control groups would seem comparable at the start of first grade.

Structured interviews of the principals, teachers, and students were conducted to obtain information relative to processes and outcomes of both programs (see Appendix B for structured interviews). Three evaluators conducted the interviews during the mornings of May 16-18, 1988 at Heavenrich, Emerson, and Herig elementaries. Each first grade teacher and their principals were queried along with a random sampling of 48 SBRW and 50 HBR pupils.

The results of the interviews were tabulated to contrast the pupils and teachers of the two programs. In addition, chi-squares with a correction for continuity were calculated for each student question and evaluated in terms of an alpha = .10. To enable meaningful comparisons adjacent rating categories were combined (see Appendix C for the resulting categories by question) such

that no cell had less than five pupils. It was hypothesized that either program's pupils would have a higher frequency of activity/positive responses toward reading, writing, and school than the other program. The null hypothesis, in this case was that there would be no difference between their level of activity/positive responses toward reading, writing, and school.

PRESENTATION OF FINDINGS

Nine first grade teachers (four SBRW and five HBR) and a random sampling of their pupils (48 SBRW and 50 HBR) along with their principals were interviewed May 16-18, 1988. The detailed tabulated results are presented in Appendix D.

What follows are the salient points stemming from this evaluation by respondent group.

STUDENTS

The results of the chi-square analysis comparing the level of activity of SBRW and HBR pupils in reading and writing are presented in Table 1 below.

TABLE 1. RESULTS OF THE CHI-SQUARE ANALYSIS COMPARING LEVEL OF ACTIVITY OF SUCCESS IN BEGINNING READING AND WRITING (SBRW) AND HOLT BASIC READING (HBR) PUPILS, BY QUESTION.

Question	Obtained Chi-Square	Significant at .10 Probability Level
A. Since Easter vacation, how often did you ...		
1. Read just for fun at school?	2.06	No
2. Read just for fun at home?	0.33	No
3. Read instead of watching television (TV)?	0.12	No
4. Go to the city library or bookmobile?	0.006	No
5. Ask the teacher for extra books to read?	2.13	No
6. Ask your parents or friends for books about things that interest you?	1.01	No
7. Tell your class about something you read?	1.73	No
8. Talk with your family about things you have read?	0.006	No
9. Talk with your friends about things you have read?	1.02	No
10. Write about something at school?	0.03	No
11. Write about something at home?	1.78	No
B. Yesterday, how much time did you spend on ...		
12. Homework?	14.23	Yes
13. Watching TV?	3.65	Yes
14. Reading just for fun?	0.0001	No
15. Writing just for fun?	0.33	No
C. Do you like to read?	NA**	NA
D. Do you like to write?	NA	NA
E. Do you like to go to school?	NA	NA

*Critical chi-square value $\geq$ 2.71 for two-tailed test with alpha = .10.

**Not applicable because chi-square could not be meaningfully evaluated because one or more cells were less than five (see Appendix C for observed frequencies per cell).

A review of Table 1 reveals two questions chi-square values (B-12 dealing with time spent on homework yesterday and B-13 dealing with time spent on watching TV yesterday) were statistically significant at the .10 alpha level. For both questions, the HBR pupils spent more time on both homework and watching television than SBRW pupils.

While not statistically significant responses to four other questions were noteworthy. In all four questions, the SBRW pupils spent more time (since Easter) on reading and writing activities than HBR pupils. These four questions with their associated chi-square are as follows:

		Chi-Square
5.	Ask the teacher for extra books to read?	2.15
1.	Read just for fun at school?	2.06
11.	Write about something at home?	1.78
7.	Tell your class about something you read?	1.73

Overall, the pupil results seem to suggest that the SBRW pupils have a number of admirable qualities compared to HBR pupils. These SBRW pupil qualities include the following:

- Watch a significantly smaller amount of television,
- Ask their teachers for extra books to read more often,
- Read for fun more often at school,
- Write about something more often at home, and
- Tell their classmates more often about something they have read.

One definite difference between the two programs seems to be the assignment of homework on the day before each student was interviewed. The HBR program instructors assigned more homework with 50.0% of its pupils having done some homework the day before as compared to 27.1% for SBRW.

PRINCIPALS

All three principals believe that the SBRW program is the more effective in the language arts area than the present HBR program. The principals cite reasons such as the following for its alleged effectiveness:

- Based upon child's experience/vocabulary and thus matches more closely the new definition of reading[1].
- Incorporates meaningful writing of the students to extend their thinking and reasoning skills.
- Is more real world oriented rather than skill oriented.
- Provides for more immediate feedback.

These principals also believe the SBRW program is the least expensive. Principals see the yearly expenditures for workbooks the main reason for the higher expense of the HBR program.

Principals find their first grade staff generally accepting of the SBRW. The SBRW teachers are supportive of the program, while HBR teachers are professionally interested in the program some are not ready to give up the skill based approach of HBR. The most cautious of the three principals relative to SBRW said if it had to be an "either or situation" then give us SBRW but the best solution overall would be to incorporate both SBRW and HBR into the language arts curriculum.

---

[1]The Michigan Department of Education has proposed a new definition of reading that will influence how reading achievement will be tested during the 1989-90 school year. The revised definition follows:

> Reading is the process of <u>constructing</u> meaning through the <u>dynamic interaction</u> among: the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

Two principals mentioned unanticipated outcomes of SBRW. These outcomes were:

- First graders for the first time in large numbers came to share their writing products with the principal.
- A quicker transition from words, phrases, sentences, etc., was observed from the pilot program.

Of the nine first grade classrooms involved in this study only one was not observed by the principal this year during the period when reading and writing instruction was taking place. So it seems principals should be fairly accurate in their observations about both programs.

Overall, principals see the SBRW program as being the least expensive and the most effective of the two programs. These principals prefer the experience based approach of SBRW rather than the current skill-oriented techniques of HBR.

TEACHERS

From a review of the responses of teachers (see Appendix D), it is apparent that both pilot (100%) and control (60%) teachers are using the SBRW materials. It did seem from the structured interviews that pilot teachers used the materials as either their sole or primary program to teach reading and writing. The control teachers used SBRW materials as supplemental materials to HBR materials to teach writing or devoted a few class periods to exploring SBRW's potential benefits.

Likewise, some SBRW teachers (pilot group) used the HBR basal reading books and workbooks (50% and 25% respectively). However, the pilot group used the SBRW as their primary program and if they did use HBR materials they were employed in a supplemental fashion.

In terms of instructional materials used beyond the primary program books, there appeared to be some definite differences in materials used. As indicated in the chart below SBRW teachers used the following materials more frequently than HBR teachers.

Materials	Percent of Teachers Indicating Typically Used Materials To Teach Reading and Writing Skills: Pilot	Control
Magazines	100%	80%
Newspaper	100%	60%
Comic Books	25%	0%
Catalogues	100%	40%
Dictionaries	100%	80%
Printed Product Boxes/ Wrappers, etc.	50%	20%
Telephone Books	100%	20%
Maps	25%	0%

The next chart below shows the type of materials that HBR teachers (control) were more likely to use in teaching reading and writing than SBRW teachers (control).

Materials	Percent of Teachers Indicating Typically Used Materials To Teach Reading and Writing Skills: Pilot	Control
Flash cards	25%	100%
Manipulatives	0%	20%
Charts	0%	20%
Hear, see, say, write	0%	20%
Board work	0%	20%
Computers	0%	20%
Games	0%	20%
Typewriters	0%	20%
Phonics workbooks	0%	20%

Overall, in terms of materials used beyond the basic programs, it appears that SBRW teachers used everyday printed materials more frequently than HBR instructors. The HBR teachers used specialized skill oriented materials such as flash cards, phonics workbooks, games, etc., as well as hardware such as computers and typewriters more frequently than SBRW instructors.

SBRW and HBR teachers used the mornings to teach reading and writing skills. SBRW teachers spent approximately 12.5 hours/week teaching reading and writing skills (12.5 average and 12.5 modal hours of instruction). HBR teachers showed more variation in the number of hours/week in reading and writing instruction ranging from 10.0 to 20.0 hours (13.5 average and 10.0 modal hours of instruction).

Both HBR and SBRW teachers showed varying degrees of completing their primary programs reading and writing materials.

In terms of homework, HBR teachers assigned homework more frequently (daily to weekly) than SBRW teachers (daily to never with the modal response being weekly). As you may remember, HBR pupils also reported more frequent homework assignments.

Both pilot and control teachers felt the initial ability levels of their classes in reading and writing were generally somewhere between average to below average. Specifically on a five point scale with 1 = excellent and 5 = poor, the average rating of SBRW teachers was 3.25 compared to 3.60 of HBR teachers.

In terms of estimated exit ability levels of their classes on the same five point scale referred to above, SBRW teachers showed more perceived growth overall in their estimates. The SBRW instructors rated their classes at 2.00 (above average) while HBR instructors gave their classes a 3.00 (average).

Communicating to parents about the expectations and outcomes of an educational program kept both HBR and SBRW teachers busy as they attempted several techniques. On the average, HBR teachers used 2.60 techniques compared to 2.25 techniques reported by SBRW teachers. In this communication process SBRW teachers seemed to recall more parental feedback (two comments on the average) with something about reading engagement activities and a sense of excitement than HBR teachers with on the average 1.80 comments apiece with more indications of next to no feedback.

Again pilot instructors received more positive comments from students about reading and writing with an average of three comments per instructor compared to 1.4 comments recalled by the control instructors.

The support of the building principal is another ingredient needed to bring about a successful instructional program. The chart below indicates the percent of pilot and control instructors who indicated they received the type of support indicated below.

	Percent of Teachers Mentioning:	
Form of Principal Support	Pilot	Control
Encourage and support	100%	100%
Manuals	25%	80%
Materials (e.g., paper, pencils, etc.)	50%	80%
Coordination with other staff members	50%	100%
Scheduling	25%	80%
Help with any truancy problems	25%	60%
Inservicing	50%	100%
Consultation	50%	100%

From a review of the chart above it appears that control teachers perceived obtaining more support from their principals in carrying out their HBR

program than do the pilot teachers. This actually may not mean that the emotional/material support was less because principals may have been just as supportive but due to the newest of the pilot program their support was more developmental in nature. The support system for the control program took many years to develop and this also may be the case with the pilot program.

Teachers provided a variety of writing experiences. On the average, SBRW instructors mentioned 3.75 experiences each that deal with composition type writing experiences, while HBR instructors specified 3.80 experiences apiece that dealt with filling in the blank, seat work, dittos, and some composition type of writing experiences.

Story writing activities took place in both pilot and control classrooms. SBRW teachers asked their pupils to write between 60 to over 100 stories (mean = 80 stories), while HBR teachers had their pupils write eight to 300 stories (mean = 100 stories). Pilot teachers were more likely to file these stories (75%) as compared to HBR teachers who did not keep the stories on file.

Both pilot and control teachers see positive changes in their students' self-concepts. The control teachers seemed more likely to present some negative self-concept changes as well.

SBRW and HBR instructors see a need for more materials for their first grade reading and writing programs. SBRW teachers on the average mentioned four items as compared to 2.2 items per HBR teacher. In addition, SBRW teachers mentioned more frequently the need for printed reading materials like comic books, magazines, catalogues, etc., than HBR teachers.

In terms of identifying unanticipated outcomes of their programs, SBRW teachers mentioned on the average 5.25 outcomes each as compared to 1.6 outcomes by the HBR teachers. SBRW instructors reported unanticipated outcomes as the following: pupils have learned skills that are higher than

the first grade level, actual love and excitement related to reading, pupils write down on their own 160 words, etc.

Overall, SBRW teachers seem more excited about their new reading and writing program. These teachers are very willing to tell about their successes with all their students both in the academic areas as well as in terms of self-concept improvement, better classroom behavior, and self-motivation. SBRW instructors see their pupils progressing much faster than HBR instructors. Another measurement of this progress will be the next report related to this program (Part 2), that will deal with the pre- to post-test results on the California Achievement Tests (CAT).

SUMMARY

The School District of the City of Saginaw is completing a pilot of a new reading and writing program in first grade. The new program entitled, "Success in Beginning Reading and Writing" (SBRW) is based on the philosophy that children should be taught to read and write using materials they will rely on later in life. SBRW is thus philosophically different than a basal reader and workbook as presently employed with the Holt Basic Reading (HBR) program currently adopted by the school system.

This report has contrasted the SBRW and HBR programs through the self-report responses of pupils, teachers and principals to a structured interview conducted May 16-18, 1988. Nine first grade teachers (four SBRW and five HBR) and a random sampling of their pupils (48 SBRW and 50 HBR) along with their principals at Heavenrich, Emerson, and Herig elementaries were respondents to the structured to the structured interviews. Through the course of the interview process it became clear that this comparison of programs was not entirely pure (i.e., both program teachers did borrow some program materials and techniques from each other) however, this lack of independence of programs did not seem to be so extreme that a good test of the programs was impossible.

Overall, the SBRW program has generated enthusiasm in its pupils, téachers, and principals. The SBRW pupils have the following admirable qualities as compared to HBR pupils.

- Watch a significantly smaller amount of television,
- Ask their teachers for extra books to read more often,
- Read for fun more often at school,
- Write about something more often at home, and
- Tell their classmates more often about something they have read.

The principals see the SBRW program as a means to reduce the material costs related to beginning reading and writing instruction while have a great potential to increase instructional effectiveness. The principals cite the following reasons for SBRW's perceived effectiveness.

- Based upon child's experience/vocabulary and thus matches more closely the new definition of reading,
- Incorporates meaningful writing of the pupils to extend their thinking and reasoning skills,
- Is more real world oriented rather than skill oriented, and
- Provides for more immediate feedback.

SBRW teachers, as well as some HBR teachers, see the pilot program having potential. In fact SBRW teachers report greater perceived progress of their students in reading and writing than HBR teachers. SBRW teachers showed a greater frequency of response than HBR teachers relative to the following program characteristics:

- More everyday reading matter, such as newspapers, telephone books, catalogues, etc., incorporated into the SBRW program,
- More hours of reading and writing instruction took place across classrooms involved in the pilot,
- More parental feedback on excitement and involvement of their child in reading and writing,
- More positive comments from pupils relative to reading and writing,
- More composition related writing activities with stories kept on file so progress can be noted, and
- More unanticipated outcomes noted by SBRW instructors relative to program successes.

The SBRW program seems to have many strengths as noted in the above summarized self-report data. No recommendations will be offered at this time, in that they may be premature. Recommendations will have to await the completion of the second part of this evaluation report that will examine the pre- to post-test results of the pilot and control pupils on the California Achievement Tests (CAT).

APPENDICES

TO: Miriam Sweigart

FROM: Richard Claus
Raul Rio

RE: An Analysis of the Equivalency of Pilot and Control Sites: Success in Reading and Writing

DATE: December 21, 1987

We have just completed a preliminary analysis of the data you provided regarding the Success in Reading and Writing Project. The major findings and recommendations are presented below.

Major Findings:

- As indicated on the following page, a total of 208 pupils are participating in the control and pilot classrooms.

- Of these students, 89 pupils are receiving the Project treatment (pilot), and 119 pupils are not (control).

- California Achievement Tests (CAT) data are available on a total of 139 children. Of these tested, eighty of the 119 (67.2%) pupils are not receiving the pilot treatment, and 59 of the 89 (66.3%) pupils are receiving the treatment.

- Data by gender and racial/ethnic classifications were also tabulated and are presented on the following page.

- For those students on whom CAT data were available, no statistically significant differences in the test scores exist between those students receiving the treatment and those students who are not.

Recommendations:

In order to insure that differences can be detected at the conclusion of this Project, the following recommendations are offered:

- Project activities as well as objectives and expected outcomes must be described in detail. These Project activities must be standardized across buildings, teachers and groups.

- Monitoring of Project activities should be conducted.

- Every effort must be made to test both pilot and control pupils in the Spring of 1988.

We will be looking forward to assessing the outcome of this Project. We will also be willing to assist you on a time available basis. If you have any questions, please contact us.

cc: William Cheaney
Barry E. Quimper

TOTAL NUMBER OF STUDENTS BY PARTICIPATION STATUS AND BUILDING

Participation Status	Building	Count
Control	Emerson	52
Control	Heavenrich	23
Control	Herig	44
Subtotal		119
Pilot	Emerson	24
Pilot	Heavenrich	45
Pilot	Herig	20
Subtotal		89
TOTAL		208

NUMBER OF STUDENTS WITH TEST SCORES BY PARTICIPATION STATUS AND BUILDING

Participation Status	Building	Count
Control	Emerson	31
Control	Heavenrich	9
Control	Herig	40
Subtotal		80
Pilot	Emerson	13
Pilot	Heavenrich	29
Pilot	Herig	17
Subtotal		59
TOTAL		139

NUMBER OF STUDENTS WITH TEST SCORES BY GENDER

Gender	Participation Status	Count
Females	Control	38
Females	Pilot	25
Subtotal		63
Males	Control	42
Males	Pilot	34
Subtotal		76
TOTAL		139

NUMBER OF STUDENTS WITH TEST SCORES BY ETHNIC GROUP

Racial/Ethnic Group	Participation Status	Count
Caucasion	Control	38
Caucasion	Pilot	13
Subtotal		51
Hispanic	Control	3
Hispanic	Pilot	9
Subtotal		12
Black	Control	39
Black	Pilot	37
Subtotal		76
TOTAL		139

APPENDIX B

SUCCESS IN READING AND WRITING PROGRAM
PROFESSIONAL STAFF INTERVIEW
(PRINCIPALS)

I. DEMOGRAPHICS

Name of Staff Member: _____

School Administered: _____

II. DIRECTIONS

Below are a series of questions to be asked of the professional staff of this program. Read the question aloud to the respondent and record his or her response in the spaces provided. On those items where lists of possible responses are provided, do **not** read these responses; read **only** the question and, where appropriate, the rating scale values. Further do **not** read aloud to the respondent any part of the question which is contained within parentheses.

III. INTRODUCTION

Hello, my name is _____. I am here to ask you a few questions regarding the beginning reading and writing program over which you are an administrator. Many of these questions are open-ended so that you may respond more fairly. I would also like you to answer as completely as you can.

My first question is ...

IV. RESPONSES

1. What administrative support have you given to all of the reading and writing programs at the first grade level?

_____
_____
_____
_____
_____

2. How many of the first grade classes have you observed this year, during the time when reading and writing was being taught?

_____

What were your observations?

_____
_____
_____
_____
_____

3. What, if any, comments have you received from the parents regarding the beginning reading and writing program?

4. What, if any, unanticipated outcomes have you found stemming from the beginning reading and writing programs?

5. Comparing the pilot program to the established program, which do you consider to be the most expensive? (Circle one) Pilot Established And why?

6. Comparing the pilot to the established program, what staff reactions have you obtained relative to the two programs?

7. Again, comparing the two programs, which do you consider to be the most effective? (Circle one) Pilot Established And why?

APPENDIX B

SUCCESS IN READING AND WRITING PROGRAM
PROFESSIONAL STAFF INTERVIEW
(TEACHERS)

I. DEMOGRAPHICS

Name of Staff Member: _____
School Taught At: _____

II. DIRECTIONS

Below are a series of questions to be asked of the professional staff of this program. Read the question aloud to the respondent and record his or her response in the spaces provided. On those items where lists of possible responses are provided, do **not** read these responses but hand them a card with possible responses listed on it where applicable; read **only** the question and, where appropriate, the rating scale values. Further do **not** read aloud to the respondent any part of the question which is contained within parentheses.

III. INTRODUCTION

Hello, my name is _____. I am here to ask you a few questions regarding the beginning reading and writing program within which you teach. Many of these questions are open-ended so that you may respond more freely. I would also like you to answer as completely as you can.

My first question is ...

IV. RESPONSES

1a. What materials from the card do you use typically to teach beginning reading and writing skills and how effective do you find each of them in increasing student learning? (Hand teacher the card to look at while you read the question.)

Materials	Check if Mentioned	Effectiveness (Circle One) Don't Know	Very				Not At All
Basal Reading Books	_____	?	1	2	3	4	5
Workbook	_____	?	1	2	3	4	5
Success in Reading & Writing	_____	?	1	2	3	4	5
Magazines	_____	?	1	2	3	4	5
Newspapers	_____	?	1	2	3	4	5
Comic Books	_____	?	1	2	3	4	5
Library Books	_____	?	1	2	3	4	5
Catalogues	_____	?	1	2	3	4	5
Dictionaries	_____	?	1	2	3	4	5
Printed Forms	_____	?	1	2	3	4	5
Printed Product Boxes/Wrappers, etc.	_____	?	1	2	3	4	5
Telephone Books	_____	?	1	2	3	4	5
Flash Cards	_____	?	1	2	3	4	5
Other _____	_____	?	1	2	3	4	5
Other _____	_____	?	1	2	3	4	5

1b. If the teacher mentioned Success in Reading and Writing, ask "How were you selected to use this book and its program?"

_____

_____

_____

2. Approximately how much time per week do you spend teaching beginning reading and writing skills? _____ About what time during the day do these activities occur? (Circle One) Morning Mid-Day Start of Afternoon Mid-Afternoon

3. How far through the materials are you at this point in time?

_____

4. How frequently do you assign homework in the areas of beginning reading and writing? (Circle One) Daily Every Other Day Twice a Week Weekly Bi-Weekly Monthly Never Other (Specify) _____

5a. What was your assessment of the initial ability level of the class, in the area of reading and writing. Especially as compared to the initial abilities levels of other groups of beginning first graders with whom you have worked?

Excellent	Above Average	Average	Below Average	Poor
1	2	3	4	5

Additional comments: _____

_____

_____

_____

5b. What is your assessment of the current ability level of the class, in the area of reading and writing, especially as compared to the ability levels of other groups of finishing first graders with whom you have worked?

Excellent	Above Average	Average	Below Average	Poor
1	2	3	4	5

Additional comments: _____

_____

_____

_____

6. What, if any, oral or written communications methods (conferences, newsletters, etc.) did you use to keep in contact with the parents; specifically, to let them know the importance of the program, the activities of the program, and how their involvement is important?

_____

_____

_____

_____

7. What feedback have you received from the parents relative to the program?

_____

_____

_____

_____

8. What reactions and comments have you received from the students in your class relative to the program and how do these compare to past classes?

_____
_____
_____
_____

9. What, if any, forms of support have you received from your building principal for the purpose of carrying out this program? (Hand teacher the card to look at.)

Responses	Check if Mentioned	Comments
Encouragement and Support	____	_____
Manuals	____	_____
Materials (e.g., paper, pencils, etc.)	____	_____
Coordination With Other Staff Members	____	_____
Scheduling	____	_____
Help With Any Truancy Problems	____	_____
Inservicing	____	_____
Consultation	____	_____
Other _____	____	_____
Other _____	____	_____
Other _____	____	_____
Other _____	____	_____

10. Specifically, what were the types of writing experiences in which your students participated?

_____
_____
_____
_____

11. What, if any, changes did you see in the self-concepts of your students as a result of their participation in this program?

_____
_____
_____
_____

12. Approximately how many stories have your students written during the past year? (A story is considered to be any completed writing assignment which the teacher finds satisfactory.) _____ (If stories are written): What happens to stories, after you have read them?

13. Are there any materials you feel to be necessary for your program but which are not provided?

14. What, if any, unanticipated outcomes which can be attributed to this program have you noticed?

THANK YOU FOR YOUR TIME AND COOPERATION!

APPENDIX B

A PUPIL INTERVIEW RELATED TO THE SUCCESS IN READING AND WRITING PROGRAM

DEMOGRAPHICS:

Student Name: _____ Student Ethnicity: _____
Student ID Number: _____ Student Gender: _____
Teacher Name: _____
School Attended: _____

DIRECTIONS:

Read aloud to the student the introduction, questions, and answer choices below. On this sheet, for each item, circle the letter which corresponds to the answer which the student gave to the question.

I. INTRODUCTION

"Hello, my name is _____. I want to ask you a few questions about how much you like to read and write. When I ask you a question about doing something, I'd like you to tell me how often you did that something; whether it was once a day, once a week, once a month, or hardly ever. My first question is _____."

		A Almost Every Day	B About Once A Week	C About Once A Month	D Almost Never
A.	**Since Easter vacation, how often did you ...**				
1.	Read just for fun at school?	A	B	C	D
2.	Read just for fun at home?	A	B	C	D
3.	Read instead of watching television (TV)?	A	B	C	D
4.	Go to the city library or bookmobile?	A	B	C	D
5.	Ask the teacher for extra books to read?	A	B	C	D
6.	Ask your parents or friends for books about things that interest you?	A	B	C	D
7.	Tell your class about something you read?	A	B	C	D
8.	Talk with your family about things you have read?	A	B	C	D
9.	Talk with your friends about things you have read?	A	B	C	D
10.	Write about something at school?	A	B	C	D
11.	Write about something at home?	A	B	C	D

	A None	B Less Than 1 Hour	C From 1 to 2 Hours	D From 2 to 4 Hours	E 4 or More Hours
B. Yesterday, how much time did you spend on ...					
12. Homework?	A	B	C	D	E
13. Watching TV?	A	B	C	D	E
14. Reading just for fun?	A	B	C	D	E
15. Writing just for fun?	A	B	C	D	E

II. INTRODUCTION

"Now, I'd like to ask you a couple more questions about things you may or may not like to do. When I ask you, if it's something you like to do, tell me Yes, and why. If it's something you don't like to do, tell me No, and why not?"

C. Do you like to read?

____ Yes → Why? _____
____ No

D. Do you like to write?

____ Yes → Why? _____
____ No

E. Do you like to go to school?

____ Yes → Why? _____
____ No

THANK THE PUPIL FOR WORKING WITH YOU AND GIVING YOU SUCH GOOD ANSWERS.

APPENDIX C

TABLE C.1. OBSERVED FREQUENCIES USED TO CALCULATE CHI-SQUARES FOR QUESTION "SET A" COMPARING PILOT (SBRW) AND CONTROL (HBR) PUPILS.

Question "Set A" - Since Easter Vacation, How Often Did You ...	Group	Observed Frequencies	
		Almost Everyday & About Once a Week	About Once a Month, Almost Never, & No Response
1. Read just for fun at school?	Pilot	42	6
	Control	37	13
2. Read just for fun at home?	Pilot	33	15
	Control	38	12
3. Read instead of watching television (TV)?	Pilot	28	20
	Control	27	14
4. Go to the city library or bookmobile?	Pilot	15	33
	Control	17	33
5. Ask the teacher for extra books to read?	Pilot	32	16
	Control	25	25
6. Ask your parents or friends for books about things that interest you?	Pilot	26	22
	Control	21	29
7. Tell your class about something you read?	Pilot	23	25
	Control	17	33
8. Talk with your family about things you have read?	Pilot	33	15
	Control	34	16
9. Talk with your friends about things you have read?	Pilot	27	21
	Control	22	28
10. Write about something at school?	Pilot	40	8
	Control	42	8
11. Write about something at home?	Pilot	30	18
	Control	36	14

APPENDIX C

TABLE C.2. OBSERVED FREQUENCIES USED TO CALCULATE CHI-SQUARES FOR QUESTION "SET B" COMPARING PILOT (SBRW) AND CONTROL (HBR) PUPILS.

	Question "Set B" - Yesterday, How Much Time Did You Spend On ...	Group	Observed Frequencies: None and Less Than One Hour	Observed Frequencies: From One Hour to More Than Four Hours
12.	Homework?	Pilot	42	6
		Control	25	25
13.	Watching TV?	Pilot	22	25
		Control	15	35
14.	Reading for fun?	Pilot	22	26
		Control	24	26
15.	Writing just for fun?	Pilot	31	17
		Control	34	16

TABLE C.3. OBSERVED FREQUENCIES USED TO CALCULATE CHI-SQUARES* FOR QUESTION "SETS C, D AND E" COMPARING PILOT (SBRW) AND CONTROL (HBR) PUPILS.

Question Set	Group	Observed Frequencies: Yes	Observed Frequencies: No
C. Do you like to read?	Pilot	47	1
	Control	48	2
D. Do you like to write?	Pilot	45	3
	Control	46	4
E. Do you like to go to school?	Pilot	48	0
	Control	49	1

*Chi-squares could not be analyzed meaningfully because one or more cells had a frequency of less than five so chi-squares were not calculated.

APPENDIX D

SUCCESS IN READING AND WRITING PROGRAM
PROFESSIONAL STAFF INTERVIEW
(PRINCIPALS)
N=3

1. What administrative support have you given to all of the reading and writing programs at the first grade level?

-Material and supplies.	2
-Dialogue about programs relative to standardized testing in the Class II program.	1
-All matters related to instruction.	1
-Information related to new definition of reading and how this definition ties into SBRW.	1
-Offered support	1
-Takes suggestions and ideas to keep students interested in reading and writing program.	1
-Allows use of computer at grades K & 1.	1
-Evaluations.	1
-Inservice by staff members over SBRW.	1
-Observations.	1
-Compared at staff meetings to traditional.	1
-Part of the S3P plan.	1
-Workshops.	1
-Tied into ITIP.	1
-Conferences with early childhood director.	1
-Discussed experienced learning in comparison to SBRW and all children can lean the concept of Lezotte/Edmonds.	1

2. How many of the first grade classes have you observed this year, during the time when reading and writing was being taught?

2	1	33.3
3	2	66.7

What were your observations?

-Comparative analysis - like what I see and want to expand into the rest of the 1st and 2nd grades.	1
-Kids read earlier.	1
-Program takes into account what the kids already know and builds upon their experiences and vocabulary.	1
-Students actively involved.	1
-Students use prior knowledge.	1
-Students producing in non-threatening environment.	1
-Students and teachers were actively involved.	1
-Teachers using different medium to convene information.	1
-Three excellent first grade classrooms and a teacher that believes all children can learn.	1
-Identify students needs and then gear instruction towards those needs using various techniques.	1
-Pacing is very important to all three.	1
-All focus in individual progress.	1
-Systematic.	1
-Goals and expectations are set high.	1

3. What, if any, comments have you received from the parents regarding the beginning reading and writing program?

-Haven't really heard on any. 1
-No real parent input. 1
-Parents are very excited about using student experiences in teaching them reading and writing. 1
-Not dealing with isolated skills but the total act of reading and writing. 1
-Impressed with the large amount of materials that could be shared with parents. 1
-Excited with the closer tie between reading and writing. 1

4. What, if any, unanticipated outcomes have you found stemming from the beginning reading and writing programs?

-Can't think of any. 1
-The 1st graders in SBRW like to share their products with the principal. 1
-Quicker transition for words, phrases, sentences, etc. than with basic material. 1

5. Comparing the pilot program to the established program, which do you consider to be the most expensive? (Circle one) Pilot Established And why?

Pilot	0	0.0
Established	3	100.0

Why:

-Established, because of workbook expense. 1
-Pilot uses used materials (ex. magazines and books). 1
-Ordering workbooks, dittos, ditto paper and charts is a lot of money. 1
-The other program uses reading materials that are normally available, newspapers, can labels, magazines. 1
-More use of workbooks and dittos in the established program. 1

6. Comparing the pilot to the established program, what staff reactions have you obtained relative to the two programs?

-Teachers love the program. 1
-Majority of the staff feel the program is very interesting but not interesting enough to implement it. 1
-Interested as professional educators in they same building. 1
-SBRW teacher is excited about the program. 1
-Experienced based and combines reading and writing. 1
-Meets individual needs very well. 1

7. Again, comparing the two programs, which do you consider to be the most effective? (Circle one) Pilot Established And why?

Pilot	3	100.0
Established	0	0.0

Why:

-Pilot program is superior in reading, vocabulary and language arts criteria.	1
-Stimulates student interest.	1
-Taps students knowledge to propel learning.	1
-Releases thinking skills.	1
-More real world oriented rather than skill oriented.	1
-Based upon childs experience/vocabulary and results to new definition of reading.	1
-Inexpensive.	1
-Incorporates all subjects into the program.	1
-Includes literal and inferential comprehension.	1
-The teacher presenting the program makes the difference.	1
-A marriage of the two programs would be better with the basic program being a supplemental program.	1
-New program brings more analyzing thinking on upper level of Bloom's taxonomy.	1
-More immediate feedback.	1
-Meaningful writing to the pupils to extend thinking skills.	1

success principle

APPENDIX D

SUCCESS IN READING AND WRITING PROGRAM
PROFESSIONAL STAFF INTERVIEW
(TEACHERS)
Pilot N=4
Control N=5

IV. RESPONSES

1a. What materials from the card do you use typically to teach beginning reading and writing skills and how effective do you find each of them in increasing student learning? (Hand teacher the card to look at while you read the question.)

Effectiveness

Materials		Pilot #	Pilot %	Control #	Control %
Basal Reading Books					
Check if Mentioned		2	50.0	5	100.0
No Response		2	50.0	0	0.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	1	50.0	0	0.0
	2	1	50.0	3	60.0
	3	0	0.0	2	40.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Workbook					
Check if Mentioned		1	25.0	5	100.0
No Response		3	75.0	0	0.0
Don't Know	?	0	0.0	0	0.0
Very	1	1	100.0	1	20.0
	2	0	0.0	2	40.0
	3	0	0.0	2	40.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Success in Reading & Writing					
Check if Mentioned		4	100.0	3	60.0
No Response		0	0.0	2	40.0
Don't Know	?	0	0.0	0	0.0
Very	1	4	100.0	1	33.3
	2	0	0.0	2	66.7
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

APPENDIX D

		Pilot		Control	
		#	%	#	%
Magazines					
Check if Mentioned		4	100.0	4	80.0
No Response		0	0.0	1	20.0
Don't Know	?	0	0.0	1	25.0
Very Effective	1	3	75.0	1	25.0
	2	1	25.0	2	50.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Newspapers					
Check if Mentioned		4	100.0	3	60.0
No Response		0	0.0	2	40.0
Don't Know	?	0	0.0	1	33.3
Very Effective	1	3	75.0	0	0.0
	2	1	25.0	2	66.7
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Comic Books					
Check if Mentioned		1	25.0	0	0.0
No Response		3	75.0	5	100.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	0	0.0
	2	1	100.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Library Books					
Check if Mentioned		4	100.0	5	100.0
No Response		0	0.0	0	0.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	4	100.0	3	60.0
	2	0	0.0	1	20.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

APPENDIX D

		Pilot		Control	
		#	%	#	%
Catalogues					
Check if Mentioned		4	100.0	2	40.0
No Response		0	0.0	3	60.0
Don't Know	?	0	0.0	1	50.0
Very Effective	1	1	25.0	0	0.0
	2	1	25.0	0	0.0
	3	2	50.0	1	50.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Dictionaries					
Check if Mentioned		4	100.0	4	80.0
No Response		0	0.0	1	20.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	3	75.0	4	100.0
	2	1	25.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Printed Forms					
Check if Mentioned		3	75.0	3	60.0
No Response		1	25.0	2	40.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	2	66.7	1	33.3
	2	0	0.0	2	66.7
	3	1	33.3	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Printed Product Boxes/Wrappers, etc.					
Check if Mentioned		2	50.0	1	20.0
No Response		2	50.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	1	50.0	0	0.0
	2	0	0.0	1	100.0
	3	1	50.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Telephone Books					
Check if Mentioned		4	100.0	1	20.0
No Response		0	0.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	2	50.0	0	0.0
	2	1	25.0	1	100.0
	3	1	25.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

APPENDIX D

		Pilot #	Pilot %	Control #	Control %
Flash Cards					
Check if Mentioned		1	25.0	5	100.0
No Response		3	75.0	0	0.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	1	100.0	3	60.0
	2	0	0.0	1	20.0
	3	0	0.0	1	20.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Other:					
Maps					
Check if Mentioned		1	25.0	0	0.0
No Response		3	75.0	5	100.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	1	100.0	0	0.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Supplemental Paperbacks					
Check if Mentioned		1	25.0	0	0.0
No Response		3	75.0	5	100.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	1	100.0	0	0.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Manipulatives					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

APPENDIX D

		Pilot #	Pilot %	Control #	Control %
Charts					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	0	0.0
	2	0	0.0	1	100.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Hear, See, Say, Write					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Boardwork					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Computers					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

APPENDIX D

		Pilot #	Pilot %	Control #	Control %
Games					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Typewriters					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	0	0.0
	2	0	0.0	1	100.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Phonic Workbook					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0
Supplemental Books					
Check if Mentioned		0	0.0	1	20.0
No Response		4	100.0	4	80.0
Don't Know	?	0	0.0	0	0.0
Very Effective	1	0	0.0	1	100.0
	2	0	0.0	0	0.0
	3	0	0.0	0	0.0
	4	0	0.0	0	0.0
Not At all	5	0	0.0	0	0.0

	Pilot #	Pilot %	Control #	Control %
1b. If the teacher mentioned Success in Reading and Writing, ask "How were you selected to use this book and its program?"				
- By invitation of fellow teachers.	1	25.0	0	0.0
- Requested it.	1	25.0	0	0.0
- Recommended	1	25.0	0	0.0
- Volunteered after presentation of material	1	25.0	0	0.0
- Teacher selected the writing materials.	0	0.0	1	20.0
- **No Response**	0	0.0	4	80.0

2. Approximately how much time per week do you spend teaching beginning reading and writing skills? _____ About what time during the day do these activities occur? (Circle One) Morning Mid- Day Start of Afternoon Mid- Afternoon

Time Per Week:				
10.0 hours	0	0.0	2	40.0
12.5 hours	4	100.0	1	20.0
17.5 hours	0	0.0	1	20.0
12 - 20 hours	0	0.0	1	20.0
Time During Week:				
Morning	4	100.0	5	100.00
Mid-Day	0	0.0	0	0.0
Start of Afternoon	0	0.0	2	40.0*
Mid-Afternoon	0	0.0	0	0.0

3. How far through the materials are you at this point in time?

Pilot:

160 of 174	2
145 of 174	1
155 of 174	1

Control:

- About half of the students are almost finished; the others are varying in percentage of being completed, by skill.	1
- Groups 1 and 3 will be finished by the end of the year	1
1) Basic mid- point	
2) Workbook is almost completed	
3) 7th level is just beginning	
- One group is at level 8 and the other is at level 7.	1
- All the groups are almost on their last unit.	1
- Behind in reading in level 5, page 32, workbook page 94.	1

*A second response was given by two respondents.

	Pilot #		Control #	

4. How frequently do you assign homework in the areas of beginning reading and writing? (Circle One) Daily Every Other Day Twice a Week Weekly Bi- Weekly Monthly Never

Daily	1	25.0	2	40.0
Every Other Day	0	0.0	1	20.0
Twice a Week	0	0.0	1	20.0
Weekly	2	50.0	1	20.0
Bi-Weekly	0	0.0	0	0.0
Monthly	0	0.0	0	0.0
Never	1	25.0	0	0.0
- Homework packet is sent home on Monday and it gets returned on Friday.	0		1	
- Homework is assigned 4 times per week.	0		2	

5a. What was your assessment of the initial ability level of the class, in the area of reading and writing. Especially as compared to the initial abilities levels of other groups of beginning first graders with whom you have worked?

(1) **Excellent**	0	0.0	0	0.0
(2) **Above Average**	0	0.0	0	0.0
(3) **Average**	3	75.0	3	60.0
(4) **Below Average**	1	25.0	1	20.0
(5) **Poor**	0	0.0	1	20.0
Comments:				
- Never worked with 1st graders before.	1		0	
- A mix of readers and non-readers	1		0	
- 15 of the 20 students came from Junior 1st not kindergarten.	0		1	
- Mixed group. The students are at the extremes on both ends of the ability scale.	0		1	
- Very few students were extremely high.	0		1	

5b. What is your assessment of the current ability level of the class, in the area of reading and writing, especially as compared to the ability levels of other groups of finishing first graders with whom you have worked?

(1) **Excellent**	0	0.0	0	0.0
(2) **Above Average**	2	50.0	1	20.0
(3) **Average**	2	50.0	3	60.0*
(4) **Below Average**	0	0.0	1	20.0
(5) **Poor**	0	0.0	0	0.0

59

*One teacher rates the writing program with a 2.

	Pilot #	Control #
5b (continue)		
Comments:		
- More individual attention because of one on one attention.	1	0
- Repeating of words.	1	0
- Good classroom management.	1	0
- Above 1st grade level in vocabulary.	1	0
- Some are excellent.	0	1
- All students improved because of smaller class sizes.	0	1
- Very proud of the progress made by the class but its still below other classes.	0	1

6. What, if any, oral or written communications methods (conferences, newsletters, etc.) did you use to keep in contact with the parents; specifically, to let them know the importance of the program, the activities of the program, and how their involvement is important?

- Two Mandatory conferences.	4	1
- Newsletters describing activities.	1	2
- Open invitation to parents to visit the classroom.	2	0
- Occasional telephone calls.	0	3
- Periodic letter is sent home.	1	1
- Specific notes sent home.	0	1
- Checklists and report cards are sent home.	0	1
- Bi-monthly newsletter.	0	1
- Frequent telephone calls and vocabulary word lists get sent home.	0	1
- At conferences material is shown and given to take home.	0	1
- Parent meetings at the start of the school year.	1	0
- Individual parent conferences.	0	1
- Weekly letters accompany the spelling lists that are sent home.	0	1
- All homework must have a parent signature before it gets accepted.	0	1
- Contact of parents about difficulties in phonics for further conferences.	0	1

7. What feedback have you received from the parents relative to the program?

- Students pick up books and want to go to the libraries.	1	0
- Reading cereal boxes at home.	1	0
- Excited parents.	1	0
- Parents speak about it with enthusiasm.	1	0
- Good feedback.	1	0
- Questions about continuing the program.	1	0

	Pilot #	Control #
7 (continue)		
- Students that were retained want to attend school.	1	0
- Very positive.	1	0
- Good backing and cooperation.	0	1
- Next to no feedback (neither positive nor negative).	0	1
- Good responses, all were supportive.	0	1
- Pride and surprise at progress.	0	1
- Some lack of involvement.	0	1
- No response from parents.	0	1
- Encouraging notes from parents who are amazed at the progress their children are making.	0	1
- Astounded by kids progress in academics and their positive attitudes.	0	1
- Some are very concerned, but they don't know how to help so we must teach the students the skills.	0	1

8. What reactions and comments have you received from the students in your class relative to the program and how do these compare to past classes?

- Excitement about talking about the newspaper.	2	0
- Students want to read to the class.	2	0
- Writing letters to the teacher and each other.	2	0
- Making good choices of books.	1	0
- Enthusiasm.	1	0
- Students want to read to their teacher.	1	0
- Excitement about reading and about school throughout the year.	1	0
- Confidence increased in reading and writing.	1	0
- Works with entire class rather than a particular group.	1	0
- Shows enthusiasm by reading ahead and independently.	0	1
- Compared to last year they are better, but the class size is 2/3 of last years class.	0	1
- Compared to other districts they are poor.	0	1
- Demonstration of interest in school and reading.	0	1
- Students are very excited about writing.	0	1
- Students want to continue working.	0	1
- Unlike previous classes, students enjoy doing their work and have enthusiasm for the subject.	0	1

	Pilot #		Control #	

9. What, if any, forms of support have you received from your building principal for the purpose of carrying out this program? (Hand teacher the card to look at.)

Encouragement and Support

Check if Mentioned	4	100.0	5	100.0
No Response	0	0.0	1	0.0
- Principal was already familiar with the program.	1		0	
- Good support and questionable encouragement.	0		1	
- Ready to listen and appreciative.	0		1	
- Constantly.	0		2	

Manuals

Check if Mentioned	1	25.0	4	80.0
No Response	4	75.0	1	20.0
- Everyone has what they need, nothing extra.	0		1	
- Works hard to provide them.	0		1	

Materials (e.g., paper, pencils, etc.)

Check if Mentioned	2	50.0	4	80.0
No Response	2	50.0	1	20.0
- Just normal materials that everyone gets.	1		0	
- Used a lot of paper and pencils.	1		0	
- Ordered by teacher and not enough money.	0		1	

Coordination With Other Staff Members

Check if Mentioned	2	50.0	5	100.0
No Response	2	50.0	01	0.0
- Presented by the teacher at the staff meetings.	1		0	
- Excellent, all work well with each other and are willing to help.	0		1	
- Especially with the flow of information from one grade to the next.	0		1	
- Grade level management.	0		1	

Scheduling

Check if Mentioned	1	25.0	4	80.0
No Response	3	75.0	1	20.0
- Conflicts in morning are removed.	1		0	
- Needs more time for paperwork load.	0		1	
- Avoids the "program" during peak class time.	0		1	

	Pilot #		Control #	
Help With Any Truancy Problems				
Check if Mentioned	1	25.0	3	60.0
No Response	3	75.0	2	40.0
- Letters are sent home.	1		0	
- Letters are sent home with no necessary follow-up.	0		1	
- Office is there when needed.	0		1	
- Helpful.	0		1	
Inservicing				
Check if Mentioned	2	50.0	5	100.0
No Response	2	50.0	0	0.0
- Supportive.	1		0	
- Principal sat in on the meetings.	1		0	
- Excellent and helpful.	0		1	
- Frequently.	0		1	
- Math their way.	0		1	
Consultation				
Check if Mentioned	2	50.0	5	100.0
No Response	24	50.0	0	0.0
- Good and always available.	0		1	
- Always offering new ideas.	0		1	
- When requested.	0		1	
- Great help.	0		1	
Comments				
- Observation	0		1	
- Principal has taught the class.	0		1	
- Classroom visitation and participation.	0		1	

10. Specifically, what were the types of writing experiences in which your students participated?

- Creative writing/stories.	3		3
- Journals.	1		2
- Form letters and memos.	4		0
- Writing poems.	2		0
- Dictionary.	0		2
- Fill in the blanks.	0		1
- Group stories copied from the board.	1		0
- Themes to write on their own.	1		0
- Incorporated power writing, about self, others, pet animals, transportation, science, social studies, and other language experiences.	1		0
- Language experiences.	1		0
- Seatwork.	0		1

	Pilot #	Control #
10 (continue)		
- Vocabulary.	0	1
- Writing.	0	1
- Dittos.	0	1
- Pictorial journal during Black History Week.	0	1
- Little and big books on specific themes.	1	0
- Factual information.	1	0
- Correlate art class with writing.	0	1
- Made own dictionary.	0	1
- Made books.	0	1
- Spelling words into sentences.	0	1
- Book reports, author, title, main characters, draw pictures about the story.	0	1
- Penmanship relative to spelling words.	0	1

11. What, if any, changes did you see in the self-concepts of your students as a result of their participation in this program?

- Self-confident about reading.	2	1
- Students have positive self-image.	2	0
- Shyness lessened.	0	2
- Can not generalize.	0	1
- Positive changes are seen in those who succeed in class.	0	1
- Those who are frustrated have negative changes.	0	1
- Home environment is involved in this variable.	0	1
- Proud about what they can do in reading and writing.	1	0
- All excited because of details they have written in their area.	1	0
- Increased self-esteem.	1	0
- More confidence.	1	0
- Confidence builder.	1	0
- More positive about their work.	0	1
- Students surprised about their progress.	0	1
- More self-confidence.	0	1
- More independent reading.	0	1
- More at ease about writing.	0	1
- Some students have withdrawn because of their inability.	0	1

	Pilot #		Control #	
12. Approximately how many stories have your students written during the past year? (A story is considered to be any completed writing assignment which the teacher finds satisfactory.) _____ (If stories are written): What happens to stories, after you have read them?				
8	0	0.0	1	20.0
15 or more	0	0.0	1	20.0
60	1	25.0	0	0.0
30	2	50.0	1	20.0
100 +	1	25.0	1	20.0
300	0	0.0	1	20.0
- Send them home.	4		2	
- Get filed.	3		0	
- Keep some in the classroom and office.	1		1	
- Some kept for examples to use next year.	0		1	
- All stories have been kept except for one or two which go into folders	1		0	
- Shared with class.	1		0	
- Take them home and the parent must sign and return.	0		1	
- Placed in book form.	0		1	
- Some are kept for display.	0		1	
- Stories are used as an example to work on sounds.	0		1	
13. Are there any materials you feel to be necessary for your program but which are not provided?				
- More magazine subscriptions.	3		1	
- Dictionaries.	3		1	
- More new books.	2		0	
- Comic books.	2		0	
- Crayons.	1		1	
- Pencils.	1		1	
- Picture story paper (blank on the top with lines on the bottom).	1		1	
- More visual aids.	0		1	
- More supplies in general.	0		1	
- Trade books.	1		0	
- Catalogues.	1		0	
- Library books.	1		0	
- Individual student test, different at every level.	0		1	
- Teacher aids.	0		1	
- Need more writing paper.	0		1	
- Charts.	0		1	

14. What, if any, unanticipated outcomes which can be attributed to this program have you noticed?

	Pilot #	Control #
- Actual love of reading and excitement.	2	0
- Choice of books.	2	0
- Not afraid to write a page or two which is unusual for children of this age.	1	0
- Positive self-concept.	1	0
- More cooperative learning because the reading groups are 2 or 3 students.	1	0
- Good socially	1	0
- Interested in writing because they are their own sentences.	1	0
- Learned to recognize very large words.	1	0
- Students have learned skills that are higher than 1st grade level (in context without worksheets).	1	0
- Thinks the program is terrific.	1	0
- Students enthusiasm level about reading.	1	0
- Students like the program.	1	0
- It works.	1	0
- Fits right in with the new definition of reading.	1	0
- All aspects of reading and writing can be incorporated into this program.	1	0
- Reluctance on the part of the parents.	0	1
- Some slower students didn't advance as quickly as expected.	0	1
- Did not think or know that the students would react so favorably.	1	0
- Students write down on their own 160 words.	1	0
- Self-motivation.	1	0
- Parent has started a library at home for the student.	1	0
- Students ability to write.	0	1
- Students can read better.	0	1
- More spontaneous writing.	0	1
- Better success with lower ability kids than what was expected.	0	1
- Surprised about progress of student in SBRW program.	0	1
- Students were motivated at all levels.	0	1

APPENDIX D

A PUPIL INTERVIEW RELATED TO THE SUCCESS IN READING AND WRITING PROGRAM

Pilot N=48
Control N=50

DEMOGRAPHICS:

	Pilot		Control	
	#	%	#	%
Male	26	54.2	26	52.0
Female	22	45.8	24	48.0
American Indian	0	0.0	0	0.0
Caucasian	10	20.8	19	38.0
Hispanic	5	10.4	2	4.0
Black	33	68.8	29	58.0
Oriental	0	0.0	0	0.0

	Pilot		Control	
	#	%	#	%
A. Since Easter vacation, how often did you...				
1. Read just for fun at school?				
(A) Almost Every Day	32	66.7	28	56.0
(B) About Once A Week	10	20.8	9	18.0
(C) About Once A Month	3	6.3	4	8.0
(D) Almost Never	3	6.3	9	18.0
(E) No Response	0	0.0	0	0.0
2. Read just for fun at home?				
(A) Almost Every Day	20	41.7	22	44.0
(B) About Once A Week	13	27.0	16	32.0
(C) About Once A Month	4	8.3	4	8.0
(D) Almost Never	11	22.9	8	16.0
(E) No Response	0	0.0	0	0.0
3. Read instead of watching television (TV)?				
(A) Almost Every Day	16	33.3	15	30.0
(B) About Once A Week	12	25.0	11	22.0
(C) About Once A Month	8	16.7	8	16.0
(D) Almost Never	12	25.0	16	32.0
(E) No Response	0	0.0	0	0.0
4. Go to the city library or bookmobile?				
(A) Almost Every Day	5	10.4	4	8.0
(B) About Once A Week	10	20.8	13	26.0
(C) About Once A Month	7	14.6	11	22.0
(D) Almost Never	26	54.2	22	44.0
(E) No Response	0	0.0	0	0.0

APPENDIX D

	Pilot		Control	
	#	%	#	%
5. Ask the teacher for extra books to read?				
(A) Almost Every Day	20	41.7	16	32.0
(B) About Once A Week	12	25.0	9	18.0
(C) About Once A Month	5	10.4	9	18.0
(D) Almost Never	10	20.8	16	32.0
(E) No Response	1	2.1	0	0.0
6. Ask your parents or friends for books about things that interest you?				
(A) Almost Every Day	15	31.3	10	20.0
(B) About Once A Week	11	22.9	11	22.0
(C) About Once A Month	6	12.5	7	14.0
(D) Almost Never	16	33.3	22	44.0
(E) No Response	0	0.0	0	0.0
7. Tell your class about something you read?				
(A) Almost Every Day	11	22.9	7	14.0
(B) About Once A Week	12	25.0	10	20.0
(C) About Once A Month	4	8.3	7	14.0
(D) Almost Never	21	43.8	26	52.0
(E) No Response	0	0.0	0	0.0
8. Talk with your family about things you have read?				
(A) Almost Every Day	22	45.8	20	40.0
(B) About Once A Week	11	22.9	14	28.0
(C) About Once A Month	6	12.5	12	24.0
(D) Almost Never	8	16.7	4	8.0
(E) No Response	1	2.1	0	0.0
9. Talk with your friends about things you have read?				
(A) Almost Every Day	14	29.2	13	26.0
(B) About Once A Week	13	27.1	9	18.0
(C) About Once A Month	9	18.7	10	20.0
(D) Almost Never	12	25.0	18	36.0
(E) No Response	0	0.0	0	0.0
10. Write about something at school?				
(A) Almost Every Day	29	60.4	30	60.0
(B) About Once A Week	11	22.9	12	24.0
(C) About Once A Month	6	12.5	4	8.0
(D) Almost Never	2	4.2	4	8.0
(E) No Response	0	0.0	0	0.0
11. Write about something at home?				
(A) Almost Every Day	18	37.5	13	26.0
(B) About Once A Week	12	25.0	23	46.0
(C) About Once A Month	5	10.4	6	12.0
(D) Almost Never	13	27.1	8	16.0
(E) No Response	0	0.0	0	0.0

	Pilot		Control	
	#	%	#	%
B. Yesterday, how much time did you spend on...				
12. Homework?				
(A) None	35	72.9	18	36.0
(B) Less Than 1 Hour	7	14.6	7	14.0
(C) From 1 to 2 Hours	3	6.3	20	40.0
(D) From 2 to 4 hours	2	4.2	2	4.0
(E) 4 or More Hours	1	2.1	3	6.0
13. Watching TV?				
(A) None	11	22.9	6	12.0
(B) Less Than 1 Hour	12	25.0	9	18.0
(C) From 1 to 2 Hours	10	20.8	23	46.0
(D) From 2 to 4 hours	8	16.7	7	14.0
(E) 4 or More Hours	7	14.6	5	10.0
14. Reading just for fun?				
(A) None	9	18.7	19	38.0
(B) Less Than 1 Hour	13	27.1	5	10.0
(C) From 1 to 2 Hours	11	22.9	19	38.0
(D) From 2 to 4 hours	8	16.7	6	12.0
(E) 4 or More Hours	7	14.6	1	2.0
15. Writing just for fun?				
(A) None	18	37.5	21	42.0
(B) Less Than 1 Hour	13	27.1	13	26.0
(C) From 1 to 2 Hours	6	12.5	9	18.0
(D) From 2 to 4 hours	8	16.7	6	12.0
(E) 4 or More Hours	3	6.3	1	2.0

II. INTRODUCTION

		Pilot		Control	
		#	%	#	%
C.	**Do you like to read?**				
	YES:	47	97.9	48	96.0
1.	I like to.	2	4.2	1	2.0
2.	It gives me strength and tells me how to act.	4	8.3	1	2.0
3.	It's fun to do.	26	54.2	22	44.0
4.	I like to read stories.	2	4.2	3	6.0
5.	It's the right thing to do to pass to the next grade.	2	4.2	1	2.0
6.	I'm interested in books.	3	6.3	2	4.0
7.	Learning how to write and know books.	2	4.2	0	0.0
8.	Know words.	1	2.1	1	2.0
9.	It's good.	3	6.3	0	0.0
10.	You can read with a partner.	3	6.3	0	0.0
11.	We get prizes and other rewards.	1	2.1	0	0.0
12.	It helps me to read to my sister.	1	2.1	0	0.0
13.	You can learn.	1	2.1	4	8.0
14.	Teaches others to read.	0	0.0	1	2.0
15.	Comes with pictures you can see.	0	0.0	2	4.0
16.	Because you get good words.	0	0.0	1	2.0
17.	Helps you go onto the second grade.	0	0.0	1	2.0
18.	To study more.	0	0.0	2	4.0
19.	I can get more dinosaurs/treats.	2	4.2	0	0.0
20.	It's better to learn at school.	1	2.1	2	4.0
	NO:	1	2.1	2	4.0
50.	Somethings are hard to read.	0	0.0	1	2.0
51.	Nasty.	0	0.0	1	2.0
52.	Don't know.	1	2.1	0	0.0

APPENDIX D

		Pilot		Control	
		#	%	#	%
D.	**Do you like to write?**				
	YES:	45	93.8	46	92.0
1.	I like to write a lot.	4	8.3	0	0.0
2.	It's fun.	7	14.6	17	34.0
3.	Likes to write about things at church.	1	2.1	1	2.0
4.	Likes to be part of the class project in writing short stories.	2	4.2	0	0.0
5.	It teaches you.	1	2.1	0	0.0
6.	Likes to write neat.	7	14.6	2	4.0
7.	I like to learn.	1	2.1	2	4.0
8.	Gives me a good feeling when I write good.	4	8.3	2	4.0
9.	Likes writing sentences on blackboard.	5	10.4	1	2.0
10.	Likes to get happy face.	2	4.2	1	2.0
11.	You learn how to spell.	3	6.3	1	2.0
12.	Its great, good.	3	6.3	1	2.0
13.	Likes to write notes to mother, father, etc.	0	0.0	2	4.0
14.	So I can write about a picture and a story.	2	4.2	4	8.0
15.	You get to write words.	3	6.3	1	2.0
16.	Don't know, I just do.	0	0.0	5	10.0
17.	To communicate.	1	2.1	1	2.0
18.	I can write very fast.	1	2.1	0	0.0
19.	Like to write my name.	0	0.0	1	2.0
20.	It helps me read something.	0	0.0	1	2.0
21.	It's easy.	0	0.0	1	2.0
22.	My parents want me to write.	0	0.0	1	2.0
23.	Want to pass.	0	0.0	1	2.0
24.	So I can be smarter when I grow up.	0	0.0	3	6.0
25.	I don't have anything else to do.	1	2.1	0	0.0
26.	Get to write about different things.	1	2.1	0	0.0
27.	Because it take up a lot of time.	1	2.1	0	0.0
28.	It uses imagination.	0	0.0	1	2.0
29.	Strengthens my wrist.	0	0.0	1	2.0
	NO:	3	6.2	4	8.0
50.	It's not good.	1	2.1	1	2.0
51.	It hurts your hand.	2	4.2	0	0.0
52.	Physical problem with pencil manipulation.	0	0.0	1	2.0
53.	It's boring.	0	0.0	1	2.0
54.	Don't like copying off the board.	0	0.0	1	2.0

		Pilot #	Pilot %	Control #	Control %
E.	**Do you like to go to school?**				
	YES:	48	100.0	49	98.0
1.	We learn a lot/so we can learn.	17	35.4	16	32.0
2.	It's fun.	13	27.1	10	20.0
3.	Like to do the work/things at school.	3	6.3	0	0.0
4.	Don't like to stay at home.	2	4.2	1	2.0
5.	Don't know	1	2.1	0	0.0
6.	Came here to learn how to read and write.	1	2.1	0	0.0
7.	I want to learn things so I can pass on to higher grades.	1	2.1	3	6.0
8.	Because of gym, art, colors, reading, writing, math and other stuff.	2	4.2	4	8.0
9.	So I can learn and get an education.	2	4.2	1	2.0
10.	I like to learn.	2	4.2	3	6.0
11.	It's good for you.	1	2.1	0	0.0
12.	I get to write sentences.	1	2.1	0	0.0
13.	My friends talk to me.	1	2.1	0	0.0
14.	Receive praise for something you did.	0	0.0	2	4.0
15.	My parents tell me I should like it.	0	0.0	1	2.0
16.	You get to do homework and you have free time.	1	2.1	2	4.0
17.	Because you can play.	1	2.1	4	8.0
18.	To get good grades.	0	0.0	5	10.0
19.	I like school.	1	2.1	0	0.0
20.	Because of math.	1	2.1	2	4.0
21.	If you don't go to school, you have a lot of work you missed.	1	2.1	0	0.0
22.	I like my friends and teacher.	1	2.1	1	2.0
23.	Teacher is nice and tells jokes. (I love my teacher).	1	2.1	0	0.0
	NO:	0	0.0	1	2.0
50.	Too much work.	0	0.0	1	2.0

THANK THE PUPIL FOR WORKING WITH YOU AND GIVING YOU SUCH GOOD ANSWERS.